



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02618 - FY19 Runestone Consortium PERKINS APPLICATION

Perkins IV Consortium

Grant Title: FY19 Runestone Consortium PERKINS APPLICATION
Grant Number: 02444
Grant Status: Underway
Comments:
Applicant Organization: Runestone Consortium
Grantee Contact: Carrie Hanson
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates:

	Contract Sent	Contract Received	Contract Executed
Project Dates:	08/08/2018 <small>Proposal Date</small>	07/01/2018 <small>Project Start</small>	06/30/2019 <small>Project End</small>

Grant Administrator: Jeralyn Jargo
Contract Number: 02444
Award Year: 2018
Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2018

06/30/2019

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Alexandria Technical and Community College		
Alexandria Area School District	01 public school district	206
Brandon-Evansville Public School District	01 public school district	2908
Minnewaska Area School District	01 public school district	2149
Osakis Public School District	01 public school district	213
Parkers Prairie Public School District	01 public school district	547
Sauk Centre Public School District	01 public school district	743
Runestone Regional Learning Center	61 cooperative education district	6014

Summary Narrative Part One

Career and Technical Education Programs:

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Q1) How does your plan support the career and technical education programs in your consortium? What

initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)]

Perkins funds are used to support the career and technical education programs within the Runestone consortium in a variety of ways.

1. Funds are used to encourage collaborative career related activities and events for secondary students.
2. Funds are used to encourage and support CTE faculty in professional development opportunities such as: CTE Works!, CTE networking meetings; summer trainings of high school faculty by college faculty.
3. Funds are used to support and update current state approved Programs of Study and to continue to work on additional POS.
4. Secondary technical skills assessments are covered by Perkins funding, while PS are college funded.
5. Funds are used to support career counseling of students at both secondary and postsecondary level.

Primary initiatives in this grant include: Grade 9 Career Expo, ATCC's Sneak-a-Peek (for tenth grade), National Fluid Power Action Challenge, Start Smart college orientation for secondary juniors and seniors with IEP's, consortium-wide college fair, and Connections to College Completions (C3) for special populations of college students. Students are given exposure to local career opportunities and information on the educational career and technical programs that provide pathways into those career areas. Each school district will use these opportunities as part of their local plans of providing career and college readiness to the students in their districts.

The secondary partners in our consortium struggle with finding and/or retaining quality CTE teachers. Support is provided in improving and growing those programs that are currently be offered. Support may come through on campus events and/or training for secondary faculty, programs of study design and implementation, equipment purchases, and software upgrade. Selected of program to receive equipment or software upgrades is done through a funding request process. It is vital that CTE graduates are trained on the most up-to-date equipment and software. This training allows them to hit the ground running when they enter the workforce and is of great value to business and industry. We are fortunate to live in a community that recognizes the opportunities that Alexandria Technical and Community College brings to the business and industry in workforce development. It is that strong support that helps maintain career and technical programs at both the secondary and postsecondary level.

In addition to the primary initiatives listed above, Perkins funding helps to support our college testing and assessment center using Accuplacer, Strong Interest Inventory, MBTI, NOCTI, Precision Exams, Industry Certification, etc.

Meeting State and Local adjusted levels of Performance

Q2) Describe the process you used to analyze and interpret performance on accountability indicators and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]

The CTE initiatives supported by Perkins funding are implemented and maintained with the goal of meeting targets or making satisfactory progress towards meeting local negotiated performance targets. When data is received at the secondary level, performance is reviewed by the consortium at administrative levels to decide on where improvements could be achieved through evaluation and implementation of best practices. Areas to be addressed in FY19 grant are improvement of math and reading performances at the secondary level, as well as performance on the technical skills assessments.

On the postsecondary side, ATCC has been a strong leader in the area of accountability. ATCC uses a variety of state approved methods in addition to NOCTI to determine technical skill attainment, including state and federal licensure exams, Skills USA assessments, and Workforce Ready. The postsecondary coordinator will look at the TSA data that the state does receive and work with administration and college faculty within program areas where performances scores were low and work on an improvement plan to bring up TSA performance scores. Perkins funds will be used to assist in the cost of TSAs at both secondary and postsecondary level.

Our consortium will continue to look into best practices where there has been success in increasing the number of students in nontrad programs. Data shows we have had some increase in this area, but the connsortium will continue to stive in raising the percentages of participation and completers.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3)]

Local secondary district school boards have approved and have on record the standards set up for the CTE programs in their districts. Secondary Perkins coordinator works with the school districts to assist instructors in review of their CTE curriculum, using the RPOS frameworks to access where they are at and what improvements need to be made. All secondary CTE faculty are encouraged to serve on a curriculum advisory committee at the college level, and to participate in various industry skill trainings offered so they can increase their awareness and implement, where possible, curriculum changes to better align their courses with the college and industry standards.

Alexandria Technical and Community College's General Learning Outcomes are incorporated into all career and technical program curriculum and approved by internal and external stakeholders. Stakeholders include program advisory boards made up of business and industry representatives, academic division and program members, a college-wide advisory board, the Curriculum Committee, and the Academic Affairs and Standards Council.

Approved general learning outcomes include:

- Core Literacy Skills - demonstrate students' ability to learn and perform in future education or work.
- Occupational and Career Skills - demonstrate the specific career and technical competencies required for work readiness.
- Information and Technology Use Skills - demonstrate the ability of students to function effectively using multiple modes of computer and other digital technology for information access, communication, and work.
- Community Participation - demonstrates student accomplishment in working effectively with others and managing their personal responsibility for success.

Degree seeking students demonstrate college-level accomplishment of General Learning Outcomes. Students are tested, benchmarked, and measured against national industry and educational standards annually. Using these General Learning Outcomes is a basis for all new and existing programming and curriculum.

In addition to the process for including and measuring industry approved General Learning Outcomes in all postsecondary CTE programs, these programs are approved and monitored by internal and external stakeholders including: the Academic Affairs and Standards Council at Alexandria Technical and Community College, external business and industry advisory committees, the associated program approval department at Minnesota State. The formal application requires workforce data demonstrating a need for employees in that career field along with employment data including average wages that can be expected. There are a number of popular programs that have been shown to be of great interest to the public that ATCC has opted out of offering primarily because of oversaturation and low wages. If students are going to have difficulty getting jobs and/or not earn a living wage, ATCC will not offer that program.

ATCC conducts annual program reviews based on a variety of data obtained from various sources. Enrollment, retention, graduation, job placement rates, and overall student program satisfaction are some of the data points compared to the prior five years for each program. Data is gathered using external survey instruments including the Noel Levitz Student Satisfaction Inventory, Noel Levitz Priorities Survey for Online Learners, Community College Survey of Student Engagement and an internal formative feedback survey. Data analysis provides the basis for program evaluation, improvement and planning.

Postsecondary faculty credentialing standards are followed closely when hiring CTE faculty which includes not only educational requirements but specific recent industry experience. Minnesota State faculty credentialing standards are also followed when approving secondary faculty for teaching CTE college courses through concurrent enrollment partnership agreements with ATCC. Secondary faculty teaching college courses for dual credit are supported by a college faculty mentor credentialed in the appropriate discipline area. The college faculty monitors the rigor of the secondary courses to make sure they are equivalent to the course that is taught at the postsecondary level.

One key task of secondary and postsecondary CTE advisory committees is to evaluate curriculum annually to keep it up-to-date with current industry standards (biannually for secondary CTE programs) and evolving trends. Quality of CTE program and curriculum is additionally measured by a variety of assessment outcomes.

Up-to-date postsecondary student training is made possible in part through the efforts of the college foundation through its financial support of student scholarships and regional business and industry partnership in-kind equipment giving and program support.

Program advisory committees review curriculum for specific industry standards and expectations for ethical behavior and appearance and workplace safety including the handling of hazardous materials or substances.

How students are provided with experience

Q4) Describe how students are provided with strong experience in— and understanding of—all aspects of the industry. [Sec.134 (b)(3)(C)]

Secondary and postsecondary students and secondary CTE faculty are provided with a strong experience in, and understanding of, all aspects of the industry through participation in various field trips, industry internships, workbased learning programs, and annual consortium wide activities. All secondary member districts have an approved CTE workbased learning program--whether it be within the Ag or Business department. Number of students served within these WBL programs will be included in the APR each fall. The number of students attending career exploration within a non-trad area will also be reported in the APR, showing past several years of data.

Enhanced learning and assessment opportunities are provided through participation and local, state and national competitions in Skills USA, DECA, Business Professionals of America, Advertising Federation, Behind the Mask welding competition, National Kitchen and Bath Association, and other related activities at the local, state and national levels. Additionally students are provided opportunities for leadership and civic service in these student organizations.

Business and Industry representatives are routinely invited into the college as guest speakers. Post secondary students and faculty are also invited to business and industries for tours and field trips, job shadows and internship opportunities. Some of the business & industry partnerships are:

1. 3M
2. Ziegler-CAT
3. Artic Cat, Polaris
4. Douglas Machines
5. AAgard
6. FORCE America
7. Douglas County Hospital
8. Knute Nelson,
9. Ecuman-Bethany

Summary Narrative Part Two

Comprehensive Professional Development

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Q5) Describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)]

ATCC, with support from Perkins funding and industry, provides several training opportunities for high school CTE teachers:

- Machine Tool faculty provides a four day training for high school faculty to come in and work on the upcoming year's curriculum and get up-to-date with industry standards and equipment. In June 2017, a more in-depth training was offered and 3 credits were awarded to secondary faculty who completed the work.
- Welding faculty have provided a 1 or 2 day training over the past several years. Surveys collected from secondary faculty who have participated emphasize the need to have at least two days of training faculty.
- The college faculty continues to look at other offerings to provide, depending on the need of secondary faculty: Mechanical Drafting, Mechatronics, Powersports and Small Engines, possibly Diesel Mechanics.
- Communication Art & Design provides 1 day workshops for high school faculty in using either Photoshop or Illustrator software.
- In 2018 there was a Spring Training for Secondary Faculty in which these teachers were able to choose two breakout workshops to attend. Following registration process, workshops offering were in the following PS programs: *Accounting, Communication Art & Design, Fashion Management, Interior Design, Marketing & Sales, Mechatronics.*
- The consortium has and will continue to look for opportunities to provide professional development opportunities for secondary faculty within our consortium.

Postsecondary faculty stay current by participation in a Summer Industry Refresher, which provide opportunities to work directly in their industries and get updated with new industry trends and standards.

Minnesota State Professional Development plans are required of all CTE faculty under MnSCU Policy 3.32. Faculty are required to develop three year professional development plans which are reviewed and approved by college administration annually. [Sec.135 (c)(8)]. Many of the CTE faculty work in their technical professions to keep up-to-date on business and industry over the summer months. With limited internal funding for travel and external seminars and workshops, ATCC conducts two internal faculty/staff workshop opportunities annually. Historically, outside speakers have been brought in to address issues of diversity, goal setting and other professional development topics. Annual software training is also offered when updates have been made.

Recruitment and Retention

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

All member districts of the Runestone Perkins Consortium and ATCC are required to have an Affirmative Action Plan on file to improve recruitment and retention of underrepresented groups. Alexandria Technical College is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women and persons with disabilities in the workforce. (Alexandria Technical & Community College policy 1.3.1)

All postsecondary job postings are first made available through the Minnesota State HR site to existing Minnesota employees. After job openings have been posted internally for a specific period of time according to the various labor contracts, then the position is opened up to the public. From there, hiring teams are formed from within the college including industry representatives. It is difficult in many CTE areas to recruit faculty from business and industry because limits in our labor contract salaries make it difficult to compete with the salaries that are earned in business and industry. If they currently have a comparable benefit package, recruiting is even harder. The lure of working nine months a year, however, does appeal to some. Minnesota State has revised its salary scale for some high paid industry areas, especially in the recruitment of nursing educators.

ATCC's CTE faculty are heavily involved in business and industry, and many serve on local, regional and national boards and committees. This involvement provides connections that can open the door for industry professionals to make a career change on a permanent level or for those considering a part time teaching position. It is commonplace for postsecondary faculty to keep in touch with past students who are working in the industry and pass on job opportunities for teaching. Open faculty positions are posted on a variety of trade websites as well.

Perkins funding is used to support secondary professional development of teachers and counselors who are involved in integrated career and technical programs. Secondary Perkins coordinator connects with any new CTE faculty hires in the member districts. Assistance is provided to those who need to obtain a variance and then connects them with someone who can walk the through the portfolio process to full licensure.

Evaluate Student Performance and Programs

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)]

NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.

The Runestone consortium utilizes CTE data obtained annually from the MDE, and Minnesota State. Additional assessment data used for developing growth and improvement strategies for both secondary and postsecondary include:

- Graduation rates for CTE programs
- Retention rates for CTE programs
- Placement rates for CTE programs
- Industry certifications obtained
- State and national licensure pass rates as compared to state and national peer groups as well past institutional data.
- State and nationwide results of Skills USA, DEX, National Kitchen & Bath Association, Business Professionals of America, Advertising Federation student competitions, FCCLA, and FFA competitions will confirm enhanced learning

Most of the college's technical programs utilize a TSA, either Skills USA, Industry or licensure certification, or NOCTI to annual assess program learning outcomes. These results are reviewed by faculty, advisory boards, and is part of annual program review. Changes are made to curriculum, grading standards are changed, or in some cases, instructional staff have been changed as a method to improve results.

In addition to the Technical Skills Assessments on the post secondary side, there are assessments given within the program area upon completion of a course. Some are as follows:

- Solid Works--Programs: Mechatronics; Mechanical Drafting, Design & Engineering; Machine Tool Technology
- OSHA 10--Program: Carpentry
- AWS certification--Program: Welding
- NKBA certification--Program: Interior design
- VITA Certification--Program: Accounting
- NSCA Certification--Program: Health and Fitness Specialist
- ALP Certification--Program: Paralegal
- CCNA Certification--Program: Computer Voice & Networking
- Counselor Selling--Program: Marketing/Fashion

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]

In FY19, the secondary and postsecondary coordinator will be working closely with all member districts and college to review our RPOS against the RPOS

frameworks to identify where changes and improvements can/should be made. The current RPOS in our consortium is in the manufacturing pathway, as that is a high demand career in our region. When identifying this RPOS, the availability of courses within each member high school, as well as alignment of coursework to the college was one of the main components looked at. The strengths in our current RPOS are:

1. **Partnerships** between industry with both secondary and postsecondary is strong in our region.
2. **Professional development** is provided to high school faculty by college faculty within the manufacturing programs.
3. **Credit Transfer Agreements:** Crosswalk of credit transfer for PLTW courses, as well as articulation agreements with high schools and several of the college's manufacturing programs.
4. **Technical Skills Assessment** for our RPOS in manufacturing are PLTW and SkillsUSA.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

1. **Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]**
2. **Describe opportunities for early college credit [Sec. 135. (c) (10)]**
3. **Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]**
4. **Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]**
5. **Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]**
6. **Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]**
7. **Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]**
8. **Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]**
9. **Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].**
10. **Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].**

Revamping all our Programs of Study will be one of our focuses FY19 grant year. While there are two state-approved Rigorous Programs of Study within the Manufacturing Pathway, as well as six other state-approved POS, it is realized that much work needs to be done to review and assess implementation. The Perkins coordinator for both secondary and postsecondary will be providing the leadership in bringing the necessary stakeholders to the table to get the job done. Secondary and postsecondary faculty, along with counselors, business/industry representation and administration will be invited to serve on a POS team that will update and better align what we have in place at the current time. A look at early college credits opportunities through Concurrent, PSEO, Online College in the High School and Articulated College Credit agreements will be reviewed and where alignment is possible within the consortium POS. The goal will be to work towards one state approved POS in each career field.

In past years, the key factors for choosing POS in each high school were availability and existence of programming currently in place at both the high school and collegiate level or projected to be developed in the future, along with previous or projected High SWD information for the West Central Region. The consortium has utilized DEED, LMI, DEB, TalentNeuron, and graduate employment data to evaluate POS that are high-skill, high wage and high demand occupations. We have utilized the data as part of our strategic enrollment planning process at the college.

The consortium supports events, activities and professional development opportunities that highlight All Aspects of Industry or strategies for improving academic and technical skills of CTE learners. Some of these include:

1. The Region 7 BPA Competition is hosted on the Alexandria Technical & Community College Campus, and college faculty and staff participate as judges and proctors for the almost 300 high school BPA students who participate.
2. The Alexandria Area High School DECA and ATCC's Collegiate DECA students come together for a local competition at the college campus.
3. Grade 9 Expo is open to all consortium member school districts. Student interaction with business and industry is provided through breakout sessions and a business and industry booth expo.
4. National Fluid Power Action Challenge for eighth graders (with industry tour for middle school advisors).
5. Summer Manufacturing & Engineering Camp for 8th and 9th graders.
6. Summer trainings for high school faculty and taught by college faculty.
7. Manufacturing and Transportation Tour Days at the college and industry.
8. Perkins funding is used to pay for the technical skills assessments at both the secondary and postsecondary level. Assessments to be used for POS are NOCTI, SkillsUSA, PLTW and Precision Exams.

Inclusion of adult learners will be met through services and pathways provided at the postsecondary level and through partnership with local workforce centers. A variety of learning opportunities for credit and noncredit training and certifications for adult learners are provided through the college's Customized Training Center.

As the Online College in the High School program has grown in enrollment, we have now been able to also grow our online CTE course offerings. As CTE is limited within the secondary setting (especially in the smaller districts) courses available to qualified sophomores, juniors and seniors through the OCHS program may be the only exposure some high school students have to CTE. The OCHS website, www.OnlineCollegeInTheHighSchool.org has been redesigned to include advising tools relating to career exploration.:

- “*Career Pathways*” tab leads the user to the career wheel and to various tools documenting suggested courses for students who might be exploring various pathways. There are also links to ISEEK, Transferology, and the Minnesota State CTE website.
- “*Student Center*” tab give students access to a variety of resources, including a free online Career Workshop and the GPS Lifeplan for secondary students.

Under the “*About Us*” tab viewers can find a link to the most recent Student Success Report which provides grades and GPA breakdown in the various courses offered. Fall 2016 there were 772 (duplicated count) students enrolled with a completion rate of 97% and success rate (grade of A,B, or C) at 93%.

Goal 1 Budget: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R6 , R9 , P6, P7
Strategies	
Fund the purchase of instructional supplies, materials, equipment, and professional development opportunities for programming involved in the POS process or implementation stage.	
Outcomes	
Involvement of secondary and post secondary faculty, administrators, and counselors in the POS process and implementation.	
Measures	
Consortium will have completed the revisions of all existing Programs of Study. All six high schools will have at least one POS identified and implemented in their district.	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$14,036.77
Secondary Admin Cost	\$0.00
Secondary Reserve	\$3,989.60
Secondary Total	\$19,026.37
Total	\$20,026.37

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R3, R4
Strategies	
Provide and/or fund faculty activities that increase expectation of academic achievement of secondary CTE students in reading & mathematics.	
Outcomes	
Improve the reading and mathematics skills of secondary CTE learners to meet the state negotiated targets.	
Measures	
Consortium meets the state negotiated targets.	
Post-Secondary Required Activities	\$2,169.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,169.00
Secondary Required Activities	\$2,169.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,169.00
Total	\$4,338.00

Goal 1 Objectives 3	
Required/Permissive Uses of Funds*	R10 , R11
Strategies	
Support CTE programming involved in articulated college credit (ACC) or concurrent college credit. Support continuation of early college credit opportunities for	

high school school through Online College in the High School and other PSEO options.	
Outcomes	
High school students have opportunities and access to early college credit.	
Measures	
1. Number of existing or new articulated college credit agreements FY19	
2. Number of OCHS courses offered at high schools FY19	
3. Number of credits awarded through articulation agreements, concurrent credits, OCHS and other PSEO options FY19	
Post-Secondary Required Activities	\$49,221.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$49,221.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$51,221.00

Goal 1 Objectives 4	
Required/Permissible Uses of Funds*	R1
Strategies	
Utilize NOCTI, SkillsUSA, Precision Exams, PLTW and other state approved technical skills assessment to measure technical skill attainment of students in CTE programs.	
Outcomes	
All six member school districts have identified at least one TSA and in which program it will be administered.	
Concentrators in a Program of Study will show technical skill attainment.	
Measures	
Consortium meets or exceeds state negotiated target for technical skills attainment in state approved programs of study.	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,000.00
Secondary Total	\$2,000.00
Total	\$4,500.00

Goal 2 Budget: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R3, R5
Strategies	
Provide access to transition information with respect to current and potential POS, Transfer Pathways and Non Trad Careers.	
Outcomes	
Secondary students, counselors, parents, faculty and adult learners have better awareness of career resource tools for transition information.	
Measures	
MCIS usage at secondary and college level; attendance at various trainings/workshops on Transferology, Transfer Pathways and Non Trad Careers.	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$2,000.00
Post-Secondary Total	\$4,500.00
Secondary Required Activities	\$1,169.00
Secondary Permissible Activities	\$7,090.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$8,259.00
Total	\$12,759.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R4, R6
Strategies	
Support collaboration of CTE faculty and partners in business and industry with the expectation of improvement or new CTE programming.	
Outcomes	
CTE Program Advisory Committees more involved in continuous program improvement or new programming.	
Measures	
1. Number/percentage of CTE programs who held required program advisory committee meetings FY19.	
2. Number of business/industry represented on each program advisory committee, or of who secondary CTE was member on post secondary advisory committee with business/industry representation.	
3. Number of POS that follow the RPOS framework.	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$2,000.00
Post-Secondary Total	\$4,500.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$6,500.00
Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R3, R5 , R7 , R8 , P1 , P7
Strategies	
Support collaborative opportunities that provide students and secondary faculty and counselors with an understanding of All Aspects of Industry and an awareness of regional High Skill/High Demand/High Wage, as well as Non-Trad careers.	

Outcomes	
Exposure and awareness to grades 7-16 of All Aspects of Industry, regional High Skill/High Demand/High Wage, and Non-Trad careers.	
Measures	
Number of students/faculty/counselors participating in and evaluation of learned outcomes from career-college related initiatives.	
Post-Secondary Required Activities	\$8,654.00
Post-Secondary Permissible Activities	\$10,553.27
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$10,485.64
Post-Secondary Total	\$29,692.91
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$5,500.00
Secondary Total	\$7,500.00
Total	\$37,192.91

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

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Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8) (B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

Consortium high schools and college continue to provide equal access opportunities for special populations, and assure compliance with the Vocational Education Guidelines for eliminating discrimination and denial of services based on status through the Statement of Assurances & Certifications. Following identification of special population students at the college, contact is made to explain available services and encourage participation. Support services provides accommodations for students who have identified learning and other disabilities that require accommodations.

Alexandria Technical & Community College continues to use Perkins funding to assist in the provision of services to Students of Color, Students with Disabilities, Academically Disadvantaged, and Economically Disadvantaged, Displaced Homemakers, Single Parents, and Nontraditional students. ATCC has opened a multicultural center to coordinate programs and events to encourage integration of all populations. The college continues to be involved in the Inclusion Network (IA) community initiative.

Preparation and enrollment into programs nontraditional by gender are promoted through activities and services such as Start Smart, Grade 9 Expo, Sneak a Peek, Manufacturing Tour Days, Manufacturing & Engineering Camp, Online College in the High School, Ladies Night Out, etc. Workforce Center partnerships and Customized Training Center's involvement with the community and industry partners provide awareness of high skill, high wage or high demand occupations in the region.

The college's Director of Student Success is a first point of contact for students when referred by faculty to proactively address issues of attendance or poor performance, make referrals to support services for tutoring when applicable, make referrals to counselors when applicable, and handle initial classroom discipline issues when requested by faculty. The Director of Student Success also acts as a student advocate when necessary. The main purpose of this position is early intervention addressing student issues before students' actions put their education in jeopardy. While not funded by Perkins dollars, this position is an integral part of improving overall retention as students' transition into college.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R5 , R7 , R8
Strategies	
Fund administrative support for Connections to College Completion (C3) which involves case management, monthly newsletter, lunch n' learn sessions for students who self-identify as Single Parents, Displaced Homemakers, or Single Pregnant Women.	
Outcomes	
Students who self-identified as Single Parents, Displaced Homemakers, or Single Pregnant Women are able to succeed in programs that lead to occupations that provide self-efficiency.	
Measures	
1. Track students' retention rate in programs of study	
2. Retention rate of SP/DH/SPW will be comparable to general college retention rate.	
Post-Secondary Required Activities	\$8,076.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$8,076.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$8,076.00
Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R7 , R8
Strategies	
Provide support for Start Smart initiative--a college orientation that provides information regarding transition from secondary to post-secondary education to high school students with disabilities.	
Outcomes	
Equal access fro transitions provided to special populations.	
Measures	
1. Number of students and counselors/parents served.	
2. Evaluation from participates on effectiveness of Start Smart sessions.	
Post-Secondary Required Activities	\$5,169.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,169.00
Secondary Required Activities	\$5,169.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,169.00
Total	\$10,338.00

Goal 4 Narrative

Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

*

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

Flexibility in scheduling and formats are provided to secondary students through concurrent, PSEO, Online College in the High School and Articulated College Credit agreements. Aligning early college credit opportunities with programs of study assist in smooth transitions from high school to college and provide valuable experiences. Where there is no alignment of a POS with the partner college, brokering with a neighboring college is the next step. The consortium investigates collaborative opportunities or brokering of services in order to provide coursework to students in various formats, as well as opportunities for enhanced learning.

School districts that participate in Online College in the High School have the added benefit of being able to access EdReady free of charge for all the students in their district. The NROC's project, EDREADY is a tool used to check readiness and prepare for college level math. Students are assessed and receive a personalized study plan on areas they need to work on. Online modules are provided to help them master those shortcomings. Students who commit the time to work through the modules have shown substantial improvement in test scores to the point that they may be able to avoid remedial courses once in college and improve their ACT, MCA and Accuplacer math scores. This option is ideal for students who would otherwise be placed into developmental courses once they enter college. Using the EdReady tool will help students identify shortcomings in math that will help them better prepare to take the ACT, MCA or Accuplacer test in preparing to enter college. The program does require a time commitment which varies by students. We encourage the math faculty in participating school districts to use this tool in their classrooms.

The latest initiative from The NROC Project, Developmental English is designed to help high school students to meet college entrance requirements and avoid the necessity of remedial coursework. The course integrates and compresses the standard developmental English curriculum— reading comprehension, writing, vocabulary building, grammar, punctuation and usage skills.

The college's Director of Student Success is a first point of contact for students when referred by faculty to proactively address issues of attendance or poor performance, make referrals to support services for tutoring when applicable, make referrals to counselors when applicable, and handle initial classroom discipline issues when requested by faculty. The Director of Student Success also acts as a student advocate when necessary. The main purpose of this position is early intervention addressing student issues before students' actions put their education in jeopardy. While not funded by Perkins dollars, this position is an integral part of improving overall retention as students transition into college.

The Transfer Advising Center at Alexandria Technical and Community College was implemented in FY17. Here students can obtain academic advising and information on transfer and transfer pathways. Few students enter our college without some college credit so this addition has been a welcome service for students. Taking unnecessary courses is a costly mistake for students and extends the time period to graduate which keeps them from entering the workforce sooner.

The college offers the added benefit of both a Customized Training and a Veteran's Center. Customized Training provides services for credit and noncredit training and certifications aiding in the transition of adult learners into the workplace. The director of the Veterans' Center acts as an advocate for military veterans helping them to determine their military educational benefits and complete required documentation to access those benefits. The Veterans' Center provides a place that military veterans can gather and offer support of one another.

Goal 4 Budget: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	P1
Strategies	
College/Career Readiness trainings/workshops offered, as well as part of informational meetings held for counselors and principals of consortium partner high schools.	
Outcomes	
Secondary partners have access to career and college readiness and are continuing to implement in their local district plans.	
Measures	
All partner high school surveyed best practices regarding their local district career and college readiness plans.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$2,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$1,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$3,000.00

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R10 , R11 , P2
Strategies	
Continue to grow PSEO programs to provide eligible high school students an opportunity to earn early college credit while earning high school credit.	
Maintain number of articulation agreements using the ctecreditmn.com website	
Outcomes	
Students have flexibility in scheduling and formats provided through PSEO program (on campus, online, concurrent).	
Students have access to earn articulation college credit for transfer.	
Measures	
1. Number of students participating in the various PSEO formats (on campus, online, concurrent) FY19.	
2. Number of credits awarded students FY19.	
3. Number of active articulation agreements on ctecreditmn.com FY19.	
Post-Secondary Required Activities	\$45,921.00
Post-Secondary Permissible Activities	\$1,300.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$47,221.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$47,221.00

Goal 4 Objectives 3	
Required/Permissive Uses of Funds*	R10 , R11
Strategies	

Coordinator for secondary/post-secondary Perkins consortium will served on the Online College in the High School steering committee to assist with identifying and marketing college courses provided through OCHS that align with POS.	
Outcomes	
Students are provided access to early college credits through Online College in the High School.	
Measures	
1. Number of secondary students who successfully completed a course offered through OCHS FY19.	
2. Number of credits awarded through OCHS FY19.	
Post-Secondary Required Activities	\$3,775.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,775.00
Secondary Required Activities	\$4,169.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,169.00
Total	\$7,944.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

*

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

The consortium continues to put emphasis on the key issues of CTE Programs of Study and accountability for student success. Senior leadership of the consortium meets in person a minimum of two times annually to address the changing role of academic collaboration between member institutions.

Focus in FY19 will be to work with consortium leadership in developing a short manual of the consortium systems and operation procedures and processes. This manual will include how equipment decisions are made and responsibility and location of equipment inventory at both the secondary and post-secondary level. Final approval of the finished manual will go before the college's leadership team, as well as the Runestone Area Ed District Board.

The Perkins funds will be leveraged to pursue additional funding for program development and shared delivery of courses that will build sustainable career pathways for students while supporting the financial operations of participating students. Long term factors for sustainability include:

- Leadership: Direct involvement of senior leadership from participating organizations
- Resources: Leverage of Perkins funds with external resources--local business and outside grants; including collaboration with Workforce Centers
- Participation: Specific financial incentives based on student participation in CTE courses—not on school size
- Collaboration: Continued and expanded use of course placement assessment to prepare students for college courses prior to graduation from high school
- Recruitment: Focus on targeted students identified as potential CTE success, as opposed to broad based student awareness campaigns
- Accountability: Tracking and sharing of individual course and student success data
- Operational Standards: Standardization and faculty training for selected coursework that leads to specific skill targets –linked to college credit curriculum
- Technology: Interactive delivery methods and student support will be linked with data systems for efficiencies and improvement.

The secondary coordinator will facilitate strategic board initiatives and report to the Dean of Academic Affairs and Student Affairs responsible for Perkins funds.

Goal 5 Budget: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R10
Strategies	
Consortium partners will take part in assessin consortium systems and operations.	
Outcomes	
All stakeholders find value in consortium partnering.	
Measures	
FY19 Runestone Perkins APR will reflect that consortium structure has been substained and fiscal rules have been followed.	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$2,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,500.00
Total	\$5,000.00

Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R9 , R10
Strategies	
Consortium-wide review of collaborative activities, initiatives and data, documenting successes to continue and to strategize for continuous program improvement.	
Outcomes	
Consortium partners will share responsibility for collaboration and accountability for success.	
Measures	
Consortium will show success in meeting state negotiated targets, or show improvements from past year's data.	
Post-Secondary Required Activities	\$2,662.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,662.00
Secondary Required Activities	\$2,671.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$2,300.00
Secondary Reserve	\$0.00
Secondary Total	\$4,971.00
Total	\$7,633.00

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

Calculate Goals

Do you want to calculate all budget goals?*

Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$54,890.00	\$0.00	\$0.00	\$0.00	\$54,890.00	\$6,169.00	\$14,036.77	\$0.00	\$4,989.60	\$25,195.37	\$80,085.37

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$13,654.00	\$10,553.27	\$0.00	\$14,485.64	\$38,692.91	\$5,169.00	\$7,090.00	\$0.00	\$5,500.00	\$17,759.00	\$56,451.91

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$13,245.00	\$0.00	\$0.00	\$0.00	\$13,245.00	\$5,169.00	\$0.00	\$0.00	\$0.00	\$5,169.00	\$18,414.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$49,696.00	\$3,300.00	\$0.00	\$0.00	\$52,996.00	\$4,169.00	\$1,000.00	\$0.00	\$0.00	\$5,169.00	\$58,165.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$5,162.00	\$0.00	\$0.00	\$0.00	\$5,162.00	\$5,171.00	\$0.00	\$2,300.00	\$0.00	\$7,471.00	\$12,633.00

Goal Totals

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$136,647.00	\$13,853.27	\$0.00	\$14,485.64	\$164,985.91	\$25,847.00	\$22,126.77	\$2,300.00	\$10,489.60	\$60,763.37	\$225,749.28

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Loaded by Michelle K.	Runestone (Alexandria) FY18-19 Allocation.xlsx	53 KB
Runestone Secondary Budget FY19	Runestone(Alexandria)FY18-19Allocation.xlsx	49 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$10,000.00
Totals	\$11,000.00

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 35.0%

Coordinator Budget:* \$25,847.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 65.0%

Coordinator Budget:* \$48,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Carrie Hanson	Secondary and Post Secondary Perkins Coordinator		\$73,847.00	CarrieHansonAug2017.docx
Mary Lenz	Director of K-12 Initiatives		\$70,204.00	MaryLenzMay2017.docx
Cindy Maudal	PSEO Assistant		\$32,314.00	CindyMaudalApril2018.docx
			\$176,365.00	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
1S1 ? Academic Attainment in Reading/ Language Arts	In comparing the consortium data beginning with FY13, it shows performance has declined each year. The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it	Assistance from MDE	FY19 grant year	Carrie Hanson	Meeting notes and Pfile data reports	Unknown	Unknown	Stakeholders involved will be member district principals and/or superintendents, counselors, CTE faculty

	<p>possible to bring performance up and meet negotiated targets.</p> <p>Once school districts with a steady decline in performance are identified, technical assistance and/or professional development will be made available, as well as an action plan recommended on process for improving performance.</p>							<p>and the secondary Perkins coordinator.</p> <p>The process and sources of data are to be determined in Fall 2019, with assistance from MDE.</p>
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Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	57.76
Actual Performance: *	50.00
General strategies planned to improve performance:	
<p>In comparing the consortium data beginning with FY13, it shows performance has declined each year. The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it possible to bring performance up and meet negotiated targets.</p> <p>Once school districts with a steady decline in performance are identified, technical assistance and/or professional development will be made available, as well as an action plan recommended on process for improving performance.</p>	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	46.56
Actual Performance: *	42.89
General strategies planned to improve performance:	
<p>While the data shows a decline in performance in FY15 and FY16, there was a slight increase in FY17. The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it possible to bring performance up and meet negotiated targets. It will be recommended to member districts who have shown a decline over the past several years to come up with an action plan on how they will work towards improvement in this area.</p>	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:*	2S1 ? Technical Skill Attainment
Negotiated Performance: *	43.00
Actual Performance: *	38.89
General strategies planned to improve performance:	
<p>In a quick look through the data for FY17, it seems that what was reported in the Pfile doesn't quite match up to the actual test results. The secondary Perkins coordinator did send the information over to the district's MARSS contact, but questions why then the TSA data doesn't reflect the number of students who actually took the three assessments? The Secondary Coordinator will be working with MDE to set up some type of training session with member districts' MARSS personnel to make sure TSA data is being entered correctly into the Pfile prior to submission.</p>	

Here is the actual TSA results FY17 that the secondary Perkins coordinator has on file:

PLTW Introduction to Engineering and Design (IED)--District 206

25 students took the assessment--15 scored Basic; 8 scored Proficient; 2 scored Advanced

PLTW Computer Integrated Manufacturing (CIM)--District 206

23 students took the assessment--13 scored Basic; and 10 scored Proficient

Precision Exam Accounting II (212)--District 206

22 students took the assessment--3 met the eight skill standards

Precision Exams: Construction Trades Foundation(510)--Dist 743

6 students took the assessment--2 met the ten skill standards

Precision Exams: Business Concepts--Dist 2149

5 students took the assessment--3 met the six skill standards

Precision Exams: Word Processing (260)--Dist 2149

3 students took the assessment--1 met the eight skill standards

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:* 3P1 ? Student retention or transfer

Negotiated Performance: * 11.50

Actual Performance: * 11.10

General strategies planned to improve performance:

The college's Transfer Advising Center is in its second year of implementation. The college's hope is that with the addition of this center, along with our counseling and testing center, a better job can be done in helping students with advising and transfer issues and questions. FY17 data shows an increase from FY16 data. The outcome hoped for is continuing to increase the performance in student retention and transfer, and that state negotiated targets are met.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:* 5P2 ? Nontraditional completion

Negotiated Performance: * 11.58

Actual Performance: * 10.43

General strategies planned to improve performance:

While the college did not meet the state negotiated target in this area, the FY16 and FY17 has shown an increase in actual performance from FY15 data.. The college will continue to offer career counseling sessions and interest assessments and personality profiling to help students choose a career that is right for them. We will continue look for those best practices other consortium have found successful with increasing students in non-trad programs. We will also continue to take part in state provided webinars and breakout sessions at various state meetings that will assist us in finding new ways to recruit students to non-trad programs and careers.

Comments or context for actual performance (optional):

Statement of Assurances & Certifications

Description	File Name	File Size
Statement of Assurance FY19 ATCC	CPStatement_Assurance_ATCC_FY19.pdf	3.5 MB
Statement of Assurance FY19 Alexandria	CPStatement_Assurance_Dist0206_FY19.pdf	2.1 MB
Statement of Assurance FY19 Osakis	CPStatement_Assurance_Dist0213_FY19.pdf	2.1 MB
Statement of Assurance FY19 Parkers Prairie	CPStatement_Assurance_Dist0547_FY19.pdf	2.1 MB
Statement of Assurance FY19 Sauk Centre	CPStatement_Assurance_Dist0743_FY19.pdf	2.1 MB
Statement of Assurance FY19 Minnewaska	CPStatement_Assurance_Dist2149_FY19.pdf	2.0 MB
Statement of Assurance FY19 Brandon-Evansville	CPStatement_Assurance_Dist2908_FY19.pdf	2.1 MB
Statement of Assurance FY19 Runestone Ed	CPStatement_Assurance_Dist6014_FY19.pdf	2.1 MB

Attachments

Description

File Name

File Size

